

Texas Education Agency Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency Document Control Center Grants Administration 2014 JAN 23 PM 12:08 </div>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal Information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Lubbock-Cooper ISD	Vendor ID # 75-1360736	Mailing address line 1 16302 Loop 493
Mailing address line 2	City Lubbock	State TX
		ZIP Code 79423
County- District # 152-906	Campus number and name	ESC Region # 17
		US Congressional District # 19
		DUNS # 100671486

Primary Contact

First name Gary	M.I. L	Last name Frye	Title Homeless Liaison / Grant Writer
Telephone # 806-863-7145	Email address glfrye@lcisd.net		FAX # 806-863-2397

Secondary Contact


First name Pat	M.I.	Last name Henderson	Title Superintendent
Telephone # 806-863-7100	Email address path@lcisd.net		FAX # 806-863-3130

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Pat	M.I.	Last name Henderson	Title Superintendent
Telephone # 806-863-7100	Email address path@lcisd.net		FAX # 806-863-3130
Signature (blue ink preferred)			Date signed



01/22/2014

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Lubbock-Cooper ISD (LCISD) overall concept is to grow-our-own staff to improve the culture of our district and campuses so that we find the most effective methods of achieving our vision of "Building the Future... One Student at a Time!" We will use our Educator Excellence Innovative Program (EEIP) grant funding to provide all staff with additional skills to meet all students' and their family's needs. This will allow us to expand our culture of excellence into the 21st Century by helping students learn how they can become College and Career Ready along with building school/home partnerships that that promotes life-long learning as a norm in our community. Further, this focus will allow LCISD to fully integrate all special populations students, their families, and their teachers into the program as we look to grow our staff's skill with EEIP training, thus increasing the skills of the staff focused on these high needs students that will promote accelerated academic and social/emotional growth of their students. All of this will allow LCISD's program to increase the knowledge base regarding how to increase education excellence through staff development because we will present and publish our results. Since 'education' can no longer be viewed in isolation, we will include the social/emotional growth of our staff so that they in turn can meet these needs in their students. This will help build our culture of caring adults who can positively affect students to help them deal with the increasing real world issues that youth are facing at earlier ages. In other words, we will promote staff growth that results in direct benefits to our students and their families to build a culture where life-long learning and meeting career goals is the norm. Our objective student progress monitoring system from NWEA (Northwest Evaluation Association) allows for objective determination of the effects of the staff development in terms of growth in academic and college & career readiness linked to the EEIP programs. The Positive Action (PA) program provides an evidenced based system of staff development that aids in social/emotional growth while supporting academics. All of these EEIP changes will grow the culture of LCISD (with related updates to the Campus and District Improvement Plans - CIP/DIP) to sustained beyond any one grant's funding the changes to the culture of the schools because it will be part of the DNA of LCISD. The curriculum pedagogy (CompassLearning and Read180 focused staff development training) will be done using a combination of content software that LCISD current has obtained with local and other funds so that all teachers will have similar additional instructional access to materials to show their gains in this area.

LCISD will address the four required and two preferred practices in the following manners. We are using the survey results from the CIP/DIP, other grants' surveys and the EEIP specific survey to determine the needs that will be addressed in each of the six areas.

The **Induction & Mentoring** will be implemented by expanding the current First Year Teacher Academy (FYTA) to a three year program of mentoring, professional learning communities, On-Demand focused staff development done by EEIP staff, web-based example lessons, and ongoing self / other assessments of teaching effectiveness will be used to improve these staff members' skills. These items will allow LCISD to effectively support new teachers while growing the real world skill sets of instruction staff new to the professional and new to LCISD's culture. We will integrate all other instructional staff at each campus in the district into the overall program by aligning the FYTA to the overall staff development programs at LCISD. The FYTA will use a combination Ginger Tucker framework along with other training related to the culture of LCISD and our specific needs for curriculum and related training. The programs are designed to support people new to the profession of teaching in a manner that allows them to be successful and stay in the profession. (Non-first year teachers new to LCISD will have a modified form of FYTA designed to help them understand the culture of LCISD, provide training on technology of the district, and provide support to increase their career skills development to be a more effective teacher.) The FYTA will have mentors from the senior teaching staff at LCISD and develop Professional Learning Communities (PLC). These teachers will use the technology to develop Exemplar lessons that demonstrate effective teaching and will be posted to the web-site for this grant to provide On-Demand examples of good teaching. All the FYTA professional development will be tied to LCISD's standard campus and district staff development to reinforce the development of culture of excellence that has high expectations for staff growth.

The **Evaluation** of the FYTA members will have two parts. The first will be designed to focus on improving teaching skills without regard to formal rating. The mentors will meet weekly with their FYT to determine what has been effective, what areas need to be improved, and what can be done pedagogical to better teach their students. In addition to the PLC's and On-Demand focus, the FYT will observe at least four lessons per semester of other experienced teachers. The FYT will reflect with their mentor on what they can learn from seeing these other teachers. Then twice per semester the formal Teacher Advancement Program (TAP) inspired assessment done by campus administration and the EEIP district staff will be done (National Institute for Excellence in Teaching, 2006). These data will be shared with the mentor and the FYT with the goal of integrating the formal assessment into the ongoing staff development to fully integrate both the

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

formative and summative evaluation aspects into the overall determination of the growth of the FYT in their abilities. The outside evaluator will meet with the FYTA participants twice a year to determine the effects of the training and to aid in its improvement. Checklist from the TAP will initial be used in the assessments and modified by EEIP staff from data received from the outside evaluator. These data will drive the professional performance measures of the FYT. The pedagogical performance of the FYT will be measure from the CompassLearning, READ180, Positive Action, and NWEA measures that provide data on content area effectiveness of FYT training and student progress that will be the objective measure of the effectiveness of the various staff development programs. These data with input from the students of the FYT will be used by campus administration to provide the annual summative evaluation of their effectiveness. Last, of these data on the FYT will be integrated into the CIP/DIP so that the overall staff develop of LCISD is improved and all instructional staff have access to best teaching practices.

The **Professional Development and Collaboration** will be done by aligning the general professional development of all the instructional staff with the general LCISD district all training. In this two week program where all staff members receive joint training will be used to inform everyone concerning the EEIP program, how every staff member can support the EEIP efforts, and the other benefits that meeting EEIP campus/district goals will bring. Vertical and content area teaming will be started at this first of the year training. The EEIP Teacher Facilitators (one for every two elementary and middle school campuses and one for high school campus) will be the lead stuff in forming these vertical and content alignments. They will work with the two current and two EEIP Teacher Supervisors (content area specialists) to create these alignments. The current Curriculum Director will provide the overall management of the program. LCISD is leveraging current resources and positions to allow the EEIP program to have a great impact on the culture and training of the staff and allow for the effective programs to be sustained beyond this grant's funding. Given the EEIP survey result (detailed page 17), the EEIP will have a Project Coordinator who will work with the Curriculum Director to expand Tier II & III programs to provide all staff training in these area, be the district lead in these RTI (Response to Intervention) and 504 services to promote vertical and content alignment at LCISD. This meets a need stated by the current staff in the EEIP survey. Additionally, for more effective use of technology an additional IT-trainer who has a high school focus will be hired. This will allow our current trainer to expand her elementary programs. To help with the PLC and Exemplary lesson posting a general IT-staff member will be hire to assure that all staff can effective access, use, post, etc. to the virtual On-Demand staff training items that we will be developing with the EEIP programs. This will also increase the knowledge base for developing effect staff development program because we will have open access to these on-line materials.

The **Strategic Compensation and Retention** be implemented by having EEIP stipends for the extra mentoring duties of the instructional staff and provide incentives to other staff to support the EEIP goals as measure with student performance. The providing the instructional staff with PLC, conference training, and access to technology / pedagogical training was found to be rewarding at a level to promote retains of current staff. The EEIP positions will allow current staff members to take position that allow our best teachers to have great responsibility while remaining in a teaching role (several staff stated that they did not to be administrators because they wanted this type of more direct teaching role). This will help LCISD retain our best teachers because they will have the ability to because in effect Master Teachers who can help future teacher learn their profession without becoming administrators removed from day-to-day classroom teaching. The EEIP positions allow these staff members to advance in the profession in a manner that is new and will retain them in the roles that they find most rewarding.

The **Recruiting and Hiring** will be achieved by linking the EEIP to several other grant funded programs at LCISD that use pre-service teacher education students. These college/university student are education majors who we have in school day and afterschool programs so that they can experience "being a teacher" before doing their student teaching. LCISD also works with all three local universities student teaching programs. This system has help LCISD hire many teachers over the last 5 years who campus staff and administration saw grow in their abilities while they were obtaining their undergraduate degree.

The **Career Pathways** created by having the new positions of the EEIP program will give teachers the ability to remain more in the day-to-day teaching field while having more Master Teacher type roles at LCISD. They will be able to take a leadership role in developing a system by which effective best practices for staff development and methods of improving student outcomes can be developed. We will also promote this leadership role by providing all staff with the ability to publish and present these effective methods at conferences, on the web, and in journals. This will help build the knowledge based concerning effective teacher staff development. We believe that the funding of LCISD's EEIP proposal will thus provide a framework for other schools to improve their students educational outcomes.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 152-906				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016				Fund code: 429					
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)			
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$436,810	\$0	\$436,810	\$436,810	\$0	\$436,810	
Schedule #8	Professional and Contracted Services (6200)	6200	\$273,325	\$0	\$273,325	\$322,840	\$0	\$322,840	
Schedule #9	Supplies and Materials (6300)	6300	\$222,865	\$0	\$222,865	\$173,350	\$0	\$227,865	
Schedule #10	Other Operating Costs (6400)	6400	\$40,000	\$0	\$40,000	\$40,000	\$0	\$40,000	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$7,000	\$0	\$7,000	\$7,000	\$0	\$7,000	
Total direct costs:			\$980,000	\$0	\$980,000	\$980,000	\$0	\$980,000	
Percentage 2.3000% indirect costs (see note):			N/A	\$20,000	\$20,000	N/A	\$20,000	\$20,000	
Grand total of budgeted costs (add all entries in each column):			\$980,000	\$20,000	\$1,000,000	\$980,000	\$20,000	\$1,000,000	
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1			Year 2			
			\$980,000			\$980,000			
Percentage limit on administrative costs established for the program (10%):			x .10			x .10			
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:			\$98,000			\$98,000			

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency
Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 152-906			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator	1		\$46,000	\$47,000
6	Teacher facilitator	4		\$164,000	\$168,000
7	Teacher supervisor	2		\$88,000	\$90,000
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
15	Title IT staff	2		\$65,000	\$66,000
16	Title			\$	\$
17	Title			\$	\$
18	Subtotal employee costs:			\$363,000	\$363,000
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112 Substitute pay			\$8,000	\$8,000
20	6119 Professional staff extra-duty pay			\$25,000	\$25,000
21	6121 Support staff extra-duty pay			\$10,000	\$10,000
22	6140 Employee benefits			\$30,810	\$30,810
23	61XX Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$83,810	\$75,810
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$436,810	\$436,810

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$0

\$0

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

1	Specify topic/purpose/service: NWEA evaluation of student progress related to professional development of the staff		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Objective measure of effects of the program based on national norms that provides ongoing measure of the growth of the skills of the staff at LCISD			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 1	\$15,000	\$15,000
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$40,000	\$40,000
	Contractor's other operating costs		\$50,000	\$50,000
Contractor's capital outlay (allowable for subgrants only)		\$	\$	
Total budget:		\$105,000	\$105,000	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 152-906

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: Positive Action professional development related to various aspects classroom management, academic student involvement		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Evidenced base birth to age 22 program design to provide social/emotional staff development and related pedagogic training on linking skill sets of staff to increase student outcomes2400			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 1	\$6,000	\$6,000
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$10,000	\$10,000
	Contractor's other operating costs		\$8,000	\$8,000
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$24,000	\$24,000
3	Specify topic/purpose/service: Outside evaluation to provide a general measure of the effects of the staff development and other programs building of staff skills		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: General evaluation of the total effects of the EEIP programs designed to provide information to LCISD to determine the effective areas of the program and provide data to build the CIP/DIP			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 1	\$12,000	\$12,000
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$3,000	\$3,000
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$15,000	\$15,000
4	Specify topic/purpose/service: CompassLearning pedagogical content for a comprehensive and strategic district Professional Development Initiative designed to increase teacher and school leader effectiveness and accelerate student learning toward meeting college and career readiness standards		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: This project will utilize state-of-the-art technology strategies, programs and applications that facilitate data disaggregation, inform instructional practice, target students for response to intervention, and shares information in a digital delivery process that promotes educator collaboration in a cross-curricular and multi-level model across all campus and administrative structures.			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 1	\$5,000	\$5,000
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$25,850	\$25,850
	Contractor's other operating costs		\$19,000	\$19,000
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$ 49,850	\$ 49,850

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 152-906

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

5	Specify topic/purpose/service: Read180		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$79,475	\$128,990	
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
77	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$273,325	\$322,840	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	
(Sum of lines a, b, c, and d) Grand total		\$273,325	\$322,840	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 152-906

Amendment number (for amendments only):

Expense Item Description**Technology Hardware—Not Capitalized**

	#	Type	Purpose	Quantity 1st / 2nd Year	Unit Cost	Year 1	Year 2
6399	1	Laptop	To provide new teachers and the mentors (as needed) with platform to have ongoing exchanges to increase linkage	60 / 35	\$895	\$142,865	\$93,350
	2	Table type platform	To allow taping of example lessons and promote integration of technology into staff's pedagogic development	90 / 45	\$495		
	3	projectors	To provide group instruction on various professional development items	7 / 0	\$695		
	4	Desktop	To provide teach classroom platforms to demonstrate skills gained in staff development for working with students	50 / 50	\$795		
	5				\$		
6399	Technology software—Not capitalized					\$55,000	\$55,000
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$202,865	\$148,350
	Remaining 6300—Supplies and materials that do not require specific approval:					\$25,000	\$25,000
Grand total:						\$222,865	\$173,350

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 152-906		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$15,000	\$15,000
	Specify purpose: Travel to national conferences on mentoring, RTI/SpE related services, and general staff development programs		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$25,000	\$25,000
Grand total:		\$40,000	\$40,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 152-906			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1	Staff development training materials for PLC at each campus selected by CIP and EEIP teams	N/A	N/A	\$7,000	\$7,000
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$7,000	\$7,000

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			4,626	
Category	Number	Percentage	Category	Percentage
African American	77	1.7%	Attendance rate	97.4%
Hispanic	1,503	32.5%	Annual dropout rate (Gr 9-12)	0.0%
White	2,839	61.4%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	83.0%
Asian	70	1.5%	TAKS commended 2011 performance, all tests (sum of all grades tested)	9.0%
Economically disadvantaged	1,592	35.3%	Students taking the ACT and/or SAT	84.3%
Limited English proficient (LEP)	123	2.7%	Average SAT score (number value, not a percentage)	1001
Disciplinary placements	41	0.9%	Average ACT score (number value, not a percentage)	21.2

Comments

The STAAR Percent Met or Exceed Progress for all grades shows a drop in the percentage of students achieving this level - **Reading** 64%, **Math** 65%, and **Writing** 48% versus what we were able to obtain on the TAKS testing. This demonstrates that LCISD must increase the rigor of our staff development to meet the higher standards of the STAAR assessment. Further, student sub-groups show that there is a gap between our Hispanic (H) and White (W) students that must be closed along with providing additional knowledge of how to increase Special Education (SpE) and Economically Disadvantage (ED) populations. Examples are students requiring accelerated instruction: **5th grade - Reading** 22%H vs 7%W & SpE 33%, ED 22%, **Math** 22%H vs 11%W & SpE 60%, ED 26%; **8th grade - Reading** 24%H vs 7%W & SpE 41%, ED 23%, **Math** 20% vs 8%W & SpE 41%, ED 17%. These data confirm the EEIP survey needs of more staff development concerning Tier II & III methods because these methods can address closing population sub-group gaps and meeting the need of special population students.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA. *From 2011 AEIS data*

Category	Number	Percentage	Category	Number	Percentage
African American	1	0.3%	No degree	0.0	0.0%
Hispanic	31	9.9%	Bachelor's degree	240.4	76.9%
White	253	80.8%	Master's degree	72.4	23.1%
Asian	0	0.0%	Doctorate	0.0	0.0%
1-5 years exp.	95.4	30.5%	Avg. salary, 1-5 years exp.	\$33,918	N/A
6-10 years exp.	70.5	22.5%	Avg. salary, 6-10 years exp.	\$37,771	N/A
11-20 years exp.	68.1	21.8%	Avg. salary, 11-20 years exp.	\$45,469	N/A
Over 20 years exp.	53.6	17.1%	Avg. salary, over 20 years exp.	\$52,622	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	188	427	395	391	377	383	374	372	331	334	313	259	258	224	4,626
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	188	427	395	391	377	383	374	372	331	334	313	259	258	224	4,626

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	5	14	24	24	23	22	24	28	26	29	30	28	21	22	368
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	5	14	24	24	23	22	24	28	26	29	30	28	21	22	368

The difference in staff numbers is that these numbers above reflect the new-hires at LCISD and other are from AEIS 2011

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Schedule #13—Needs Assessment

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LCISD has a yearly process to update the Campus Improvement Plan (CIP) that each year each campus conducts an evaluation of the effects of the current curriculum, staff development training, and related materials purchased over the year in terms of student academic and other outcomes. The system allows all campus staff to have input into the CIP which drives local funding allocation of campus/district funds. This will allow the successful staff development and related items from the EEIP to be sustained beyond this grant's funding because the program items will be integrated into the CIP at this initial level. When the campus staff finishes providing the initial information concerning the year that is ending, the CIP Committee (composed of campus staff, campus administration, and parents) assimilates information to update the CIP. This system allows all the stakeholders to voice their concerns, what they see as needs, and how they would improve the education of the students on the campus by modifying, adding, and/or eliminating programs. When the CIP process is finished, each campus provides its updated CIP to the District Improvement Plan (DIP) committee that has a similar make-up of stakeholders to update the DIP so that the focus across all the campuses of the district is focused on developing College and Career Ready students who have the social/emotional support to be successful.

Within this standard improvement system, because of LCISD's focus on a Program of Grant Writing instead of Writing a Grant for a Program, we have in the 2013/14 further surveyed the staff, parents, students, and community members for several other grant programs. Example of these grant surveys were for the 21st Century Community Learning Centers, Innovation In Instruction (i3), Race to the Top - District, Texas Homeless Services Program, etc. While some of these were multi-district programs, the general needs voiced were similar to LCISD's needs. In these surveys several themes of needs were determined. The families wanted increase instruction time with help on homework along with programs that help them understand obtaining financial aid for their children to go on to trade, community college, and/or university levels of education. The staff wanted increased access to technology and methods how to integrate it into daily lesson along with content specific staff development. For the EEIP proposal we developed a specific survey designed to take the CIP/DIP results, other grant surveys, and the specific goals of this grant to determine the staff development issues for the instructional, administration, and support staff. The EEIP survey was given to all the LCISD staff (instructional, administration, support staff, food service, custodial, transportation, etc.) and 612 surveys were returned from the 728 staff. Almost 100% of the instructional staff and administrators returned the Survey Monkey with the food service, custodial, transportation, grounds having lower rate of returns because of more limited access to computers. This level of input for the survey was sought so that all the staff at LCISD would understand that we were seeking the EEIP grant and that they could have an impact on the culture of LCISD to promote the goals of developing a culture of Life-long learning where all staff understood the role that they could have in improving outcomes for our students. This system of total inclusion of all staff was done in the DATE grant where campus improvements in student performance allowed all staff members to receive incentives. In the EEIP grant, because of the training that the instructional staff will obtain with supporting technology that becomes their incentive, only the non-traditional supporting positions of the campus will receive additional paid incentives. While only be a few hundred dollars, from the data of the DATE grant program we found that these staff greatly helped change to culture of the campuses by connecting with some students who others did not reach. Thus every adult that students saw had the same focus on creating a system for high expectations for all students where AYP and/or IEP goals were met. This was seen in over 90% of people surveyed directly stating they could create a positive and supporting culture on their campus. The needs related to the "normal" staff development items were as follows in training topics: 53.9% increased general professional development, 45.3% effective use of software, 43.7% integration of technology into daily lessons, and 28.9% classroom management. 53.9% of the teachers expressed interest in obtaining content or similar Masters degree. 74.3% instructional staff stated they want professional development focused on grade level or content area along with 39.1% wanting vertical teaming and 38.1% accessing Professional Learning Communities (PLC). 85.1% of the LCISD instructional staff with four or more years of teaching stated they would be willing to be mentors to new teachers. 66.9% of teacher stated they would be willing to post Exemplar lessons to build a pool of examples for On-Demand professional development related to effective instruction. 82.1% of these staff stated they would be willing to join PLC's along with identifying areas that they felt they had skills to help develop these PLC's. They stated their areas of needs as: 41.1% effective use of web-site to link w/parents, 28.9% effective Tier II & III instruction, 28.1% Special populations Instruction, 26.5% use of student data to drive instruction, and 21.3% effective use of classroom centers. These data were used to design the various parts of our overall EEIP staff development programs.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<i>The following need were defined by all staff in the EEIP survey and combined into themes</i> Using technology in more effective manner to provide staff training and linkage with families of our students	The EEIP grant will provide additional technology and support to create a framework for the development of effective communication tools for staff to engage in On-Demand staff development, building PLC, and engaging the parents as their child's first teacher (Paredes, 2010) so that the needs of the student/families and staff are jointly met.
2.	Effective Tier II & III program designed to provide effective RTI to our students while giving the instructional staff the skills sets to engage in these best practices of Differentiated Instruction	The EEIP grant will provide a Project Coordinator who will take the lead in RTI/504 programs. This will allow the development of system to provide effective staff develop and thereby instructional program to meet the needs of these students. The Universal Design for Learning (UDL - Gay, 2000, Jordan, Orozco, and Averett, 2002, RMC Research Corporation, 2002, and Coffield, Moseley, Hall, and Ecclestone, 2004) has been found to be an effective method to integrate technology with content pedagogical items to better meet staff/student needs. The EEIP staff member will be able to vertical and content areas align LCISD activities in this area.
3.	Effective special populations programs	The basic RTI system will be used to provide the staff with additional curriculum pedagogical training (CompassLearning, READ180, Positive Action, etc.) that will allow better understanding of how to meet the special population student academic & social/emotional needs. The curriculum training and EEIP staff will allow for general instructional and FYTA members to gain these skills. (Benson, Scales, and Roehlkepartain, 2011)
4.	Effective use of and understanding how to use student data to drive instruction	The staff at LCISD will be trained on the NWEA and various curriculum assessments to understand how to use these student data to drive instruction and determining their student's need for differentiated instruction. Staff development of the use of the information and what the range of scores mean along with the integration of classroom measures will provide a system for objective creation of lesson plans design to provide effective instruction. (Cronin, Dahlin, Durant, and Xiang, 2010)
5.	Methods for the creation of effective classroom learning centers	The EEIP and IT staff members will provide development training and examples of operational classroom center based on the curriculum pedagogical resources of LCISD and funded with EEIP grant. These centers will both reinforce instructional lessons while providing remediation (RTI-type) and acceleration (GT-type) programs for the students. These items will be classroom specific and designed to meet student needs. The staff development aspect will be to promote teachers having the tools to leverage their time by having activities to engage sub-sets of students. (Zhu, Kaplan, Dersheimer, and Bergom 2011)

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Schedule #14—Management Plan

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project coordinator	Strong organization and management skills. Functioned as or has experience in mid-management role. Related teaching certifications and Undergraduate degree required - Masters degree preferred.
2.	Teacher facilitator	Strong organization and time management skills, High degree of computer proficiency using Microsoft Office, Ability to communicate in native language(s) of program recipients, Experience working with high risk youth. Related teaching certifications and Undergraduate degree required - Masters degree preferred.
3.	Teacher supervisor	Content area special understanding of English Language Arts (ELA) or Math/Science with related teaching certifications. Undergraduate degree required and Masters degree preferred.
4.	IT Staff	Content area understanding IT items and field certifications/degree. For the IT-training position an understanding of secondary teaching methods. Associate or higher degree preferred.
5.	Outside Evaluator	Eileen Beiersdorf, MS, 27 years of public education experience including being a Superintendent, consortium evaluator for 8 years with no audit findings and letters of praise from funders, and member of the American Evaluator's Association.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Hiring of new EEIP positions and their assuming grant roles	1. LCISD staff search for EEIP qualified persons with hiring done (after 5/15/14 w/o find internally qualified general search will be done)	04/01/2014	06/01/2014
		2. EEIP staff work with campuses to develop staff development programs and the FYTA	06/01/2014	08/07/2014
		3. General staff development integrated with the EEIP programs	08/01/2014	08/20/2014
		4. EEIP training integrated with other LCISD programs	08/01/2014	08/31/2016
2.	Hiring of IT-staff	1. Director of Technology seeks qualified staff for the two roles of high school trainer and IT-specialist	04/01/2014	07/01/2014
		2. The IT staff work with the EEIP staff to allow for technology to extend staff development	06/01/2014	08/31/2016
3.	Contracts issued to service providers	1. Approved vendors issued contracts for service developed in the narrative	04/01/2014	05/01/2014
		2. EEIP and vendor staff establish staff development and/or service delivery schedule	06/01/2014	08/31/2016
		3. Vendors work with outside evaluator to aid in the determination of the effectiveness of their programs	10/01/2014	08/31/2016
4.	EEIP narrative stated programs established	1. EEIP staff, FYTA staff, general LCISD staff, and others formalize materials need to provide the services stated in the narrative	04/01/2014	07/01/2014
		2. The various services and trainings are being provided to the targeted staff members	07/01/2014	08/31/2016
5.	Ongoing data evaluation done to improve the EEIP program	1. EEIP overall evaluation system created	04/01/2014	07/31/2014
		2. Ongoing evaluations with multi-measures being done	08/15/2014	08/31/2016
		3. EEIP evaluation data provided to FYTA stakeholders	01/06/2015	08/31/2016
		4. EEIP data integrated into the CIP/DIP	05/15/2015	08/31/2016
		5. Staff have access to the evaluation data	01/06/2015	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The EEIP programs will be integrated into the CIP/DIP evaluation process and the Development Office system of specific grant evaluation. The CIP/DIP provides the summative evaluation of yearly effects of the program and provides modifications for the longer time scale. Also the CIP/DIP establish to needs of the campus/district and are use to assign resources. This will assure that the culture of the campuses and district are changed and the successful parts of the program can be maintained.

The Development Office system developed over the past 16 years for \$45 million in funded grants is the formative evaluation process that is designed to make day-to-day changes to a program to assure that the proposal deliverables are met. This is why LCISD had access to several surveys that provided general needs and used this information to develop the EEIP specific surveys that uncovered the five needs that are being addressed. Further, this is why we selected our outside evaluator because she has worked with LCISD for over 9 years and has evaluation histories to help us determine cultural changes. The Development Office system additionally provide a range of data based on Skyward information in a 3/6-weeks manner that allows more timely tracking of effects. An example from the funded 21st Century Community Learning Centers (21CCCLC) grant is that all students attending the afterschool program have their grades, attendance, and discipline referrals given to the staff. This allows specific student needs to be determined in a timely manner. We linked these data to the TEXSHEP Homeless Education grant so that homeless student attendance in this program and these data are provide for this sub-set of students. This has allowed us to recommend homeless students attend the 21CCCLC when they are having academic or other issues. The results for this sub-set of students is that over the last 6 year 100% of the homeless seniors have graduated and only 2 students have not been promoted to the next grade. This example of the linkage of programs at LCISD has helped us better meet the needs of our students and their families. Within the EEIP program we will be able to provide similar timely measures of the effects of the training because of having access to NWEA, CompassLearning, READ180, and Positive Action data. This with the evaluator and EEIP staff observations will be used to changes to our staff development to achieve the goals of this program.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LCISD through the Llano Estacado Rural Communities Foundation and the Development Office has a Program of Grant Writing versus Writing a Grant for a Program. Gary Lee Frye, Ed.D., GPC is LCISD's Homeless Coordinator / Grant Writer and the Executive Director of the foundation. He has establish consortium of schools and other partners to meet a wide-range of community, staff, student, family and other stakeholder needs. He holds 14 teaching and 4 professional certification from TEA that him to teach all required courses prek-12 along with Special Education and English as Second Language sub-population and except for the superintendent role all other administrative positions. This gives him the understanding of the EEIP program that is both board and deep so that he can seek non-traditional funding sources. The Curriculum Director with the Assistant Superintendent (former director) will head the hiring team to staff the EEIP program. This will allow the staff hire from within LCISD to be the most suited for the EEIP program because they will have an effective understanding of the need for effective staff development. The FYTA mentors will be the teachers at LCISD that have been seen as most effective for years. The EEIP will allow them to have a leadership role in the development of new teachers' skills along with having a stipend. The EEIP conference staff development training will allow these staff members to see new methods of effective instruction and bring these skills back to LCISD. Since we will encourage these mentors to present and publish, we believe that we will increase the knowledge in the field of developing effective staff development programs from a more real world standard that other can implement in their classrooms. This will increase the value to Texas education beyond LCISD because we will have both a non-traditional funding framework that we will share with other schools but a framework designed by effective classroom teachers that other teachers can implement after see the Exemplary web-post lesson for little cost since they will be able to view our web-site. The plan is to further have semester-end and year-end celebrations of our EEIP successes this will allow all staff to see that what we are doing is having a real impact on our student through the growth in skills of our staff.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	The EEIP staff will work with the outside evaluator and CIP/DIP teams to obtain good data	1.	By the end of the 5 month planning phase the EEIP will have template of the system of evaluation for staff develop and its effects on students
		2.	The system of evaluation will be visited weekly is EEIP team meeting initially
2.	The data collected will be evaluation in on going manner to assure rigor and effectiveness	1.	EEIP staff with campus/district staff will regularly meet to determine that these data are providing "good" information to improve the program in a timely manner and improve the CIP/DIP
3.	The outside evaluator and others will collect a wide-range of information that will provide data on effectiveness of the program	1.	Staff development on collection and use of data done in the FYTA
		2.	Curriculum pedagogical data obtained and used to inform continuing efforts
		3.	NWEA data used to provide overall objective measure of effects of EEIP
		4.	General LCISD CIP/DIP data gather integrated into the EEIP program
4.	FYTA and mentors provide assessment of effects of the EEIP programs and extends this to all the staff at LCISD	1.	FYTA demonstrate they are using the data to drive their instruction
		2.	The EEIP staff trains in the LCISD standard professional development all staff in these methods of using data to drive teaching and professional growth
		3.	The effective EEIP programs are integrated into the CIP/DIP

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Quantitative Data Collection:

- * EEIP data and reports,
- *Teacher, student, parent surveys
- *Texas Academic Performance reports
- *Comparisons with non-EEIP schools
- *Internal Monitoring Reports
- *Pre-post assessments
- *Class grades and Discipline referrals

Qualitative Data Collection:

- *Internal interviews with staff, administration, teachers, and students
- *Focus groups with parents, community members, and students
- *PEIMS reports and Observation of student activities
- *Observation of Various EEIP Meetings
- * Review EEIP staff comments and concerns
- * Review of the CIP/DIP process
- * Compare results with the strategic plan, strategies, and actions

The evaluator will be copied on the reports generated by EEIP staff. The students' STARR/EOC benchmarks and former scores along with current year testing results will also be supplied. The EEIP staff will report more antidotal information on the professional growth of the staff and its effects on students. The timeline is to have monthly staff/evaluator meeting to discuss ongoing evaluation along with the data and other timelines. The evaluator will engage in the following: Prepare the evaluation plan, Develop the evaluation instruments, Identify the program participants who will complete the evaluation instruments, Monitor school records data, including student grades, STAAR/EOC scores, school attendance, and disciplinary actions at the end of each school year, Review evaluation progress and results with program staff, Provide support in gathering quantitative and qualitative data on students in the program from EEIP, school-based student data systems, results of internal monitoring activities, and surveys/focus groups, Analyze all gathered data from data analysis and provide recommendations for continuous program improvement, Provide "next steps" with each conclusion, Provide semi-annual reports, Provide a Final Yearly Report (FYR), Assist in completing the districts FYR, Present the evaluation results to designated parties in a timely manner, Help staff create improvement plans based on findings from internal monitoring, Assist centers in administering student, parent, and teacher surveys (primary effort for administering surveys rests with grantee), Provide an annual report, supplementing the FYR, linked to program objectives, Reporting at the basic evaluation level typically includes the following elements, Analysis of results from surveys administered by staff, Changes in outcomes over time, Data from the internal monitoring process, Demographics data, and Enrollment data. The CIP/DIP process and timelines will use the evaluator's reports for integration into these plans. This is being done so that the items found to be effective at raising staff skills are demonstrated in student achievement and increasing family involvement The evaluation will utilize formal and informal observations to assess program effectiveness within a "tiered-approach" to increase the richness of this process.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

First Year Teacher Academy (FTA) modeled after the Ginger Tucker Program. The purpose of the FYT Academy is to make certain that the transition from college student to educator includes a support system of training and mentoring that specifically targets the needs of those entering the profession. It is organize and deliver the training for first year teachers in the following areas:

- | | |
|--|---|
| A. Becoming an Effective Teacher | H. Teaching for Teamwork |
| B. Getting Ready for the First Days | I. Working with Parents |
| C. Classroom and Time Management | J. Professional Issues |
| D. Effective Discipline | K. Working with a Mentor |
| E. Understanding Personalities and Learning Styles | L. Managing Stress |
| F. Teaching for Learning | M. District/Campus procedures, culture, vision, and goals |
| G. Teaching for Thinking | N. Effective use of content coaching |
| | O. Integrating technology into daily lessons. |

First Year Teachers (FYT) meet 6 days as a group. Two days are scheduled before school starts and four days throughout the year. They are assigned a mentor that has been trained on effective mentoring strategies. FYT are required to observe at least 8 veteran teachers (besides their mentor) and document effective teaching strategies observed during their classroom observation times. A standard observation form must be filled out and turned in to the EEIP coordinator with reflections on how the FYT can use the skills gained to improve their teaching. In addition the FYT receives at least 8 observations conducted by the mentor or other experienced educators on the campus. A feedback form is provided to the FYT after each observation. Instructional feedback is also provided throughout the year by the EEIP Coordinator and who also conducts walk-through's in the FYTs classrooms. Assistance in areas outside of instructional delivery is provided on an ongoing basis and can be sought from trained FYT administrators at each campus, the mentor, grade level or content area teams, and the EEIP Coordinators. Time at the beginning of each academy day is always scheduled to respond to issues and concerns.

Experienced teachers are allowed to apply for mentorship positions and must undergo Ginger Tucker's "Saving Our Greatest Resources: Helping New Teachers Succeed" mentor training program. The training for the mentors is provided by the Assistant Superintendent who is a certified trainer. Mentors must teach in the same grade level or content area as the FYT. Mentors are paid a stipend for this two year commitment. The pay is minimal compared to the hours of time is acceptable because of the dedicated of these mentors to help FYTs have a positive induction into the teaching profession. The mentors, as seen in our shoe-string single year new teacher academy, in our district do a phenomenal job because they are dedicated professionals who want to train and retain effective teachers - they stated this is the way they give back to teacher and with the funding of EEIP proposal they will be able to have an effect throughout the state on new teacher preparation. They deserve more compensation, which is why obtaining this grant would be of great benefit.

Mentors are asked to meet with the FYTs prior to the start of school. They help them gather instructional materials, share curriculum, help them get situated, and enculturate them to the district. Once the school year begins they meet with them daily the first week of school, and weekly for the rest of the year. They also make sure that the FYT receives a minimum of 8 observation (along with feedback forms) conducted by the mentor or another experienced teacher on the campus. Copies of these must be submitted to the FYTA Coordinator. The mentors also communicate with the FYTA Coordinator if they detect any concerns or struggles that the FYT may be experiencing so that problems can be alleviated as quickly as possible. Mentors are also required to meet with the FYTA Coordinator at semester and at the end of the year to provide progress and improvement feedback.

Since LCISD has engaged in a limited FYTA we do have some results of the effects of our program over the last four years. In that time 57 First Year Teachers have gone through the program and 34 mentors have been trained. In addition thirteen out of sixteen campus and district level administrators are certified First Year Teacher Academy trainers. Ginger Tucker was brought into the district to provide the training. Of the 57 teachers who have been through our academy, 51 are still employed in the district. The other 6 left the district to follow husbands who were transferred to other cities or moved to be closer to families. But all 6 continued their teaching careers elsewhere and still stay in touch with the FYTA Coordinator and the friends they made at LCISD. So far, the program maintains a 100% teacher retention record.

current mentoring teachers have completed the following and the new mentoring teacher will agree to complete the following:

- (1) have at least three complete years of teaching experience with a superior record of assisting students, as a whole, in achieving

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Schedule #16—Responses to Statutory Requirements (continued)

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Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

improvement in student performance;

2) complete a research-based mentor and induction training program approved by the commissioner; and

3) complete a mentor training program provided by the district.

Each mentor teacher will:

(1) teach in the same school; and,

(2) to the extent practicable, as determined by the local school board, teach the same subject or grade level or have previously taught the same subject or grade level, as applicable.

Each new mentor teacher will accomplish the following items:

(1) complete initial mentor training;

(2) participate in beginning teacher orientation;

(3) meet weekly with the beginning teacher;

(4) maintain documentation of mentor/beginning teacher activities;

(5) attend regularly scheduled campus mentor support meetings;

(6) conduct observations and assessments of the beginning teacher; and

(7) complete all requirements of the school district's beginning teacher induction and mentoring program.

As noted earlier, the funding of the grant will allow us to accomplish the following:

1. Increase the stipends paid to mentors so that mentors can be required to undergo more comprehensive staff development on effective mentoring strategies. Currently, the training for mentors ranges from half a day to a full day, depending on need and time. We utilize Ginger Tuckers Mentor Training materials, but a lot of the information has to be condensed. With adequate pay, mentors would be required to attend the comprehensive 2-day training that Ginger Tucker recommends. Feedback sessions could be held at least once a six weeks to review FYT issues.
2. Increase the quality add length of the FYTA by having more in-depth staff development and three years to build our new to the profession teacher's skills
3. Provide the curriculum pedagogical training to give new to the field teacher the content skills they need to be successful
4. Provide a new system of support at LCISD will integrate into our standard yearly staff development to extend the effectiveness of all our instructional staff.
5. Build a system where teachers can take more leadership roles without becoming and administrator.

All of these items with the focus we will have on building the knowledge based that other school/teachers can access will allow LCISD's funded EEIP proposal to have an effect beyond our school and beyond this grant's funding. We will link this EEIP program to the CIP/DIP so that the successful parts of the program can be sustained. We will encourage FYT, their mentors and EEIP staff to present on our program so that the information is disseminated widely. This will help build the understanding of the effects that good staff development can have on student outcomes.

Schedule #16—Responses to Statutory Requirements**For TEA Use Only**

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Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The FYTA (First Year Teacher Academy) members will have eight observations by their mentor along with these teachers observing four other lessons by other teachers. This will allow them to have many opportunities to in a non-official appraisal system to have help that does not directly have effect on their standard state appraisal. Since during the two years of the EEIP we will be moving to a three year teacher academy structure, these teachers will be appraised on a combination of the standard LCISD system and the TAP-type system we will create with the funding of this grant. By the end of the second year we believe that all the instructional staff will be assessed using the TAP-type system that will be developed.

The current staff members engaging in teacher appraisal will continue but the district level EEIP staff will because additional appraisers to allow for the more in-depth TAP-type rubric to be developed and use at least twice a year with all staff. The FYTA will receive four appraisals on the combined system so that grant and state requirements are met. The non-EEIP staff will have the EEIP staff members "walk them through" a TAP-type appraisal and how these data can be used in the traditional system. During the hiring process the potential FYT will be informed of having this program and how they will both benefit from the additional staff development and how they can have input into the development of the TAP-type rubric for assessment. This will start the process of developing teacher leaders because we want them to understand that their assessments are what will be used to improve overall staff development at LCISD and hopefully lead to best practice models for the state.

Since having Pod-type On-Demand web-based examples of effective teaching was seen as something that would benefit all the staff, we are exploring the concept of having the FYT use the technology to develop Exemplary Lessons for posting and to be used as a part of the TAP-type appraisal. This would help us build the example lesson and integrate technology into the appraisal of new instructional staff that we believe would lead to a great understanding of effect means to integrate technology into the day-to-day lesson cycle. Thus we could use the EEIP appraisal system to allow staff to demonstrate in another manner what they have gained for their professional development training. This would help us move from a "Check Off" appraisal form to a rubric that focused on demonstrating higher order thinking skills of the staff in how they presented these Exemplary Lessons. This would give the staff great control over their appraisal while making more real world based - student outcome focused. The NWEA with various program specific student analysis data could then be integrated in the post lessons with the FYT provide a rationale before the lesson of how the data driven needs of the student caused them to modify and/or develop the lesson that was feathered. This would allow the set of On-Demand lessons to have better focus because the rationale for the lesson would be include with the student data that drove the need for the FYT to create a different method to impart these TEKS (Texas Essential Knowledge and Skills).

Since only as a building meets students' goals does everyone receive extra pay/materials, we believe that we will allow for more collegiate system of everyone working toward a common goal to be developed. This will keep teachers from competing for limited resource and build a culture where when everyone helps one student to success everyone benefits. We are wishing to build this concept into the TAP-type appraisal system so that the culture of each campus is focused on making each student successful.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The formal evaluation process will use a combination of NWEA measures, Tap-type teacher assessments, curriculum pedagogical assessments, and current CIP/DIP evaluations with the outside evaluator information to provide both formative and summative evaluations of the effects of the staff training. Using the framework for TAP see will create our system starting with the overall goals (example from June 2006 Teacher Advancement Program (TAP) Leadership Handbook).

Goal Type	Critical Elements
School Goal	<ul style="list-style-type: none"> The goal is based on a high stakes test (state or district test). The goal is based on an area of students' greatest academic need (language arts, math, etc.). The goal is measurable. The goal includes increasing and/or maintaining proficiency levels of all students and at least a year's growth for all students.
Annual Cluster Goal	<ul style="list-style-type: none"> Goal is aligned and supports school goal. Goal is measurable. Goal includes increasing and/or maintaining proficiency levels of all students and at least a year's growth for all students. Goal is based on improving student achievement in specific areas of need that will support them in improving in area referenced in school goal. Goal is based on high stakes test (state or district test) but is measured by benchmark tests throughout the year.
Cluster Cycle Goal	<ul style="list-style-type: none"> Goal is aligned and supports school goal and yearly cluster goal. Goal is measurable. Goal includes increasing and/or maintaining proficiency levels of all students and at least a year's growth for all students. Goal is based on improving student achievement in specific areas of need that will support them in improving in area referenced in school goal and yearly cluster goal. Goal is based on high stakes test (state or district test) and a pre-assessment aligned to the high stakes test. This may be a benchmark test or a teacher made pre-assessment. Student results are measured by a benchmark post-assessment or a teacher made post-assessment.

We will use the following graphic to help in the development of the specific TAP-type Rubric that we will develop as EEIP staff during the first five months of the "first year" of the program. The figure next page provides another system to place the information that will be assessed in context. We have several examples for other school districts of what they currently use in their TAP-type assessments. All of these will be blend to create a LCISD TAP-type measure that has input from the various stakeholders and allow the extra staff development program obtained with the EEIP funds to be integrated into this assessment. (continued next page)

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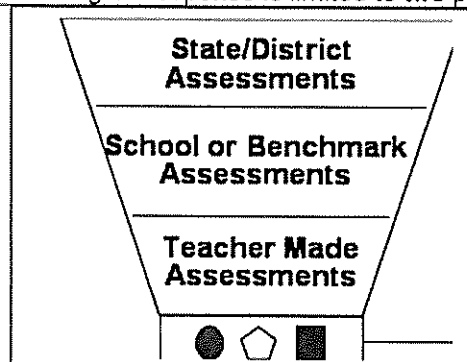
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Schedule #16—Responses to Statutory Requirements (continued)

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.



School and possibly yearly cluster goals

Yearly cluster goals and possibly cluster cycle goals

Possibly cluster cycle goals and formative assessments

This overall TAP system will be used to develop LCISD's specific Rubric. We will focus initially at the Proficient Level for developing our Rubric. This will Allow the transition from the current state standard system to our EEIP developed TAP-type Rubric that will move for the FYTA to all staff by the end of the second year of the program. This will allow all the campuses to move to his more rigors measure of teacher effectiveness that will be directly ties to the staff development training done by the EEIP program. The NWEA evaluation system aligns with the TAP-type Rubric. Additionally, the CompassLearning, READ180, and Positive Action will provide additional data sources that allow the curriculum pedagogical development to be objectively measured. All of these data will be used to refine our TAP-type Rubric.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Several of the campuses have restructured their instructional day to accommodate joint planning time. Because of the planning five months before the start of the EEIP program at the campuses, we will use the CIP process on notification of funding of this EEIP proposal to restructure the remain campuses schedules to allow for similar joint planning time. Additionally, the EEIP district level staff with the elementary, middle school, and high school fascinator will development methods that they can promote collaboration opportunities through web-base, one-on-one staff development, small group presentation that occur over several conference periods to reach all appropriate staff, etc. This will allow the EEIP program to aid in the development of collaboration. All of the campuses will use part of their all staff meeting to allow grade level and/or content area teams to be formed that at least monthly can have full group meeting to engage in this collaboration.

The FYTA will provide another system of collaboration in that the relationships developed. This will be used as a framework for expanding the collaboration among all staff. The EEIP fascinator in the lower grade will bring information from their two campuses to the other. Within the EEIP staff meeting they will also be provided with the vertical and content goals of the new system of staff development. This will allow the teachers to have access to the planning of the collaboration and influence the overall structure of same even though they may never be at a planning meeting.

The goal is to use the first year of the grant to develop the system of collaboration. With this framework, the campuses between the first and second year of the program would use the CIP update to develop more methods of collaboration. During the all staff development program between the first and second year of this grant, LCISD would establish more methods of vertical and content along with inter-campus collaboration. Our initial plan is by the end of the second year of the EEIP to have developed a culture where collaboration is established vertically and in content areas. We would then be moving to integration across the curriculum areas so that real worlds type of instruction that blend TEKS into a more holistic form is achieved to promote College and Career Readiness for all students.

We believe that in the second year of the EEIP we will use local funds to promote this type of collaboration in the same manner that we are using local fund to supplement the EEIP funding. These items will be integrated into the CIP/DIP so that these local funds are available and that the culture of each campus is aligning with the EEIP goals. The FYTA's three year structure will allow our programs to be continued if this grant is extended. If it is not extended the FYTA will provide a rationale for sustaining the programs with other sources of funding.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The FYTA (First Year Teacher Academy) will be the proving grounds for this item. The systems created there will be used by the campuses to develop all staff programs that provide a similar level of access to staff development. The system of staff development will be expanded with local funds so that general PLC (Professional Learning Communities) and the web-posting of Exemplary Lessons will increase the general level of staff development. The restructuring of the campus day to promote joint planning time will allow the FYT and their mentors to bring the additional staff development resources to all the instructional staff. Each of the campus libraries will have funds to purchase requested staff development materials. This will promote the PLC and allow individual staff to have a method to obtain resources that they believe will improve their teaching. This will give the instructional staff greater ownership of their ongoing staff development. The EEIP staff will be able to take the lead on vertical, content, and campus alignment on staff development and instructional methods. This will allow all of the staff at all grade levels and content areas have the benefits of joint planning even though LCISD has grown to the point that no longer can any room but the performing arts center (and it is almost too small if support staff and central administration are at the meeting) to have all staff gathered at one time at one place. LCISD has lost its small rural system of meeting staff development needs which is why the EEIP programs are so important.

The TAP-type assessment rubric that will be developed with EEIP funds will move the staff development toward overall coordination and alignment across all of the campuses, grade levels, and content areas. This will allow the skills of all staff members to be increased by focusing on student data driven outcomes. The NWEA and other measures other the curriculum pedagogy will provide the data to determine the effectiveness of the staff development. Other EEIP usage data on other qualitative professional develop items will provide all staff with methods to respond to a stated need from the EEIP survey. The additional curriculum measures developed for the pedagogical training will provide another set of student measures that can be tied to staff development. All of this will take formal and informal student measures and allow the staff to effectively use them to driving instruction and professional development.

The development of PLC's and the posted lessons will allow staff to have a system to showcase their best teaching. We are considering to use the IT-staff and the coordinator of audio/visual resources to create Pod-type short example of how the support staff can help create a culture where high expectation for all students is a given. This would allow these traditionally non-instructional staff members to have an active method of helping build each campuses culture.

The range of staff development program will allow there to be "something for everyone" because all the staff members will have input into the next year's all staff development. We will use the EEIP program to help us determine what is needed and this grant's funding will focus LCISD toward data driven student positive outcomes supported by training.

The various formative and summative evaluations will allow LCISD to develop CIP/DIP that sustains the program while meeting more stakeholder needs. Thus will the narrative developed training allow LCISD to reach the goals of the EEIP while changing the culture of the campuses and district to expect this level of staff development directly tied to student outcomes.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The strategic plan will be to reward effective experience teachers with mentorships that will provide them increase access to funds. The EEIP staff will be hired initially from within LCISD that will allow instructional staff to have increase pay without moving into administrative roles. The various pedagogical curriculum items will provide the instructional staff with great access to effective teaching methods. Since LCISD normally has 2-5 fully certified outside people applying for each of our openings we did not see a reason to specifically reward teacher for this item. We will seek Content Masters staff to fill positions but LCISD already provide an extra \$1,500 over our salary schedule for this degree so this differentiated compensation will come from local funds. Additionally for retention, LCISD will maintain the 100 per year at LCISD for the first ten years. This aids in maintaining our experience staff members service at LCISD because they are receiving a higher salary because we "backload" the salary schedule to favor year in service at our school.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

LCISD will continue to use the pre-service relationships that we have developed with all three of the University that gives lower grade education major a chance to work in our regular and afterschool programs to gain practical experience. Many of these students come to LCISD for their student teaching. This allows the campus and district administrative several years to assess the effectiveness of these potential FYT (First Year Teachers). Because of the high growth of LCISD - opening four new campuses in the last six year and planning to open a fifth within two years - we have been able to hire several FYT from the pool that started at LCISD in the pre-service program. This had helped LCISD obtain some of the best FYT staff because we have seen them grow over their college careers and know they are willing to seek effective professional development to become teachers.

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**Schedule #16—Responses to Statutory Requirements
(continued)**

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The EEIP program will be used to provide another career pathway - the EEIP additional staff and mentors - that will allow our best teachers to obtain extra pay and take on leadership role without needing to become an administrator. This will help teacher who were considering obtaining a content area masters to have a method to fulfill that goal. The funding of the EEIP program as we have developed it, will allow our staff member to be rewarded for becoming better teachers while giving them a method to increase the skills of our FYT.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LCISD is not seeking a waiver.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

LCISD is not seeking a waiver.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LCISD is not seeking a waiver.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LCISD is not seeking a waiver.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Lack of funding is the greatest inhibitor in implementing this program to the level which would have the most significant impact on teacher retention and training. The trainers and mentors in the district have put in place a program that has great potential with our shoe string FYTA. However, the dollars budgeted to cover the expenses are currently insufficient. Additional funding would allow us to adequately pay mentors so that accountability standards can justifiably be raised during both the first, second, and third years of a new teacher's career. Higher expectations of time and commitment would increase the quality of support that is given to those who are new to the teaching profession. Adequate funding would also enable our district to extend the training and professional growth into a second year academy which would further explore the topics introduced in year one and address concerns that arise during the second year of the profession. During the first year, young teachers are simply trying to survive. The impact of the material presented in training is not internalized until the situation has been experienced. Meaningful application of the material introduced in year one could occur in the second year of academy. Financial support from this grant would facilitate the hiring of additional staff to help monitor the progress and support both first and second year teachers and their mentors.

The various new EEIP would not be hired because with the student growth seen at LCISD (we have had over nine year of double digit growth building four new campuses with a fifth in the development stage along with 100% increase in the number of classroom at high school). Because of the 13-15 month in it takes the state to increase foundation funding due to student growth LCISD is using fund balance to maintain the additional need instructional staff at the classroom level. Staff members at the central and campus level administration who retire are not being replaced. For example four year ago with over 1,200 less students we had three staff members with "superintendent" in their title now we have only two. These salary funds have been place at the teacher hiring level so that these additional students have someone in their classrooms. The only good result in this growth that once these positions have been hire and we have at least two years of grant funding the ADA (Average Daily Attendance) from the state in three years should be increasing by an amount that will let LCISD maintain the positions. Thus the EEIP funding will allow LCISD to better meet the needs of our growing population of student by allowing the increasing number of instructional staff to be hired while providing the system to effectively train these new first year teachers (FYT) who are new to the profession.

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Via telephone/fax/email (circle as appropriate)

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Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

4/1/14	Award announcement
4/1 -5/15	LCISD who could fill EEIP position sought
5/1 - 6/30	Outside EEIP people sought to fill any positions that can't be found internally
5/15-7/15	The basic EEIP concepts are linked to the CIP and campuses that need to include joint planning time are aid in the development of these schedules
5/15-8/7	EEIP staff work to develop the TAP-type Rubric for the FYTA and integrate the additional staff development needed to meet EEIP goals
6/1-8/7	Outside evaluator works with EEIP staff to develop formative evaluation system and provides limited input into the CIP process
8/10-20	The EEIP staff development is integrated into the standard LCISD all staff development programs so that all staff are aware of the program and have system for blending the two forms of staff development
8/24-12/22	The first semester FYTA is done and information with the curriculum pedagogical and staff development is integrated in the TAP-type rubric while linking that assessment system to LCISD current formal method.
12/1-22	The first semester student and stuff results are compiled to provide a base for semi-summative evaluation of EEIP program with a focus that will allow formative changes to be made in the second semester
1/7/15	Any EEIP changes given to the FYTA and mentors
1/8-5/27	Second semester programs with the various student assessment done in a manner that allows these data to drive changes in the EEIP program. The EEIP staff work with more of the regular instructional staff members to providing with greater understanding of the changes that having the EEIP will bring to everyone in the second year of the program. Outside evaluator collects the various data to provide the full summative evaluation. Conferences are selected for summer that help LCISD meet the EEIP goals. STAAT/EOC assessment done with NWEA measures. All formal and informal FYTA assessment completed
6/1-30	Summer programming done for students and staff meet TEA requirements related to STAAR/EOC are done
7/1-8/8	EEIP information integrated into the CIP/DIP and changes to the second year EEIP program developed.
8/9/15 on	The above system is repeated.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 152-906

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All of the staff of each of the campuses, the central administration support staff, and all other support staff had access to Survey Monkey to provide their input on the need for the grant program, their willingness to support the program (as new teachers and/or mentors), and the methods that would be used to integrate the effects of this program into the culture of the campuses and districts. We had 612 surveys were return from the 728 staff or 84.1% percent return rate which is beyond the level need to assume that the information gain is a valid reflections of all staff's opinion concerning apply for the EEIP grant with the programs that were outline in the survey. The lower numbers of returned surveys came from the other support staff stakeholders because of lack of access to computers with their roles (bus drivers, custodial, and food service roles). We did provide hardcopies of the survey to allow these staff members to have another system to provide input which are still being returned. We estimate that another 35-45 of these surveys will be turned give the current pattern which would increase the return rate to almost 90%. For the instructional and administrative staff that has access to computer the return rate was almost 100%. Almost all of the surveys support applying for this grant. The result had less than 10 staff not wishing to apply which is among the highest favorable response we have had over several grant related surveys. This shows that all groups at LCISD support increase staff development focused towards meeting student needs.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LCISD will provide these services to all of its campuses in the district.

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